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dripping baby after his total immersion. Guests call out remarks about the way the baby is being dressed; its bonnet strings, for example, are said to be too tight or too long, and so on.

Such comment and advice on recurrent, apparently routine activities serves simultaneously to express and to reinforce a particular point of view—the point of view that each event, no matter how often similar ones have occurred before, is essentially fresh and unique (Miller 1950:16). In a sense, the villagers impose variation and uncertainty on events which have no intrinsically adventurous elements. What, from the villager's standpoint, is the monotonous regularity of ordinary tasks is relieved by verbal exploration of the range of small variations possible. Even when people are alone they apparently prefer to change the time, or the place, or the order in which they perform recurring activities. For example, a woman who sifts flour and kneads dough for bread varies the time of day at which she starts the process, the part of the household in which she does these jobs (sometimes in the ground-floor room, sometimes in the storehouse, and in different corners of these rooms), and the extent to which she completes the sifting at one sitting. Some of these variations are dictated by external conditions such as weather or the time available from work in the fields; but others appear to be efforts simply to alleviate the felt boredom of routine activities. The feeling of security which many Americans derive from the regular performance of routine tasks seems unknown in Vasilika.

The stream of comment and advice associated with ordinary activities is very similar to the stream of orders and requests directed at children by their elders. Children learn that they are often not chastised for failing to respond immediately to a command such as "*Katse kala*," "Sit nicely," or "Be good." Moreover, they learn that specific commands to run errands or to stop playing in the mud will be repeated several times before a parent gets exasperated, and there will be other times at which the parent or older brother or sister is distracted by something else and will forget the command entirely. The tone of voice of the older person informs the child when an order is meant seriously, but, in the meantime, he responds to or ignores many orders about which his elders have a less firm conviction, and his reaction depends upon his mood of the moment. The elders' words may even include threats that the child will "eat wood," that is, "be beaten" if he does not behave, and a parent may go so far as to threaten to kill a child who misbehaves. But even these threats do not elicit immediate response. (In fact, children are very rarely beaten. Physical coercion consists of an occasional slap on the back of the head, and children may be shoved, or pulled by the ear in one direction or another). It seems, then, that disobedience is not in and of itself considered a sign of disrespect to parents. In the villager's view, a child should listen to what his parents tell him because they are more intelligent, have better judgment, and have the child's welfare at heart. Very young children, the villagers believe, do not have sense enough to know this and so can scarcely be expected to respond without a bit of a push, and older children may be stubborn. Even *pisma* (stubbornness) is grudgingly admired in a child if he exercises it with moderation.

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Children do, of course, run many errands and do respond to many orders given them. The point here is that the process has some of the quality of capriciousness we have seen in other contexts.

The capriciousness of human relationships is also understandable in the context of the meaning of village talk and conversation. The situation is one in which a child, following the example of adults, learns the appropriate verbal statements and responses but understands that much real communication occurs through tones of voice, bodily movements, and an estimate of the particular qualities of the particular event, rather than through words alone.

Talk in Vasilika, which literally aims at inducing direct action by others, also serves as a means of asserting a degree of equality in all human relationships. Just as children listen to, but need not accept, advice from parents, and parents receive comments and advice from their children that they may or may not accept, so people in higher prestige positions feel free to give advice and make suggestions to people in lower positions and vice versa. Social workers who occasionally visit the village have no hesitation in directly suggesting to a village woman that she take off her kerchief or that she have her teeth fixed. Conversely, the villagers do not hesitate to tell the social worker that she ought to eat more because she is too thin. Doctor and patient, waiter and customer, priest and parishioner, government official and taxpayer will, on some occasions, engage in the ritual of advice-giving. This pattern of relations cuts across the respect for expertness, for the skills of the specialist discussed in an earlier chapter. The right to a certain give-and-take underlies all relationships and serves to keep each situation unique and each relationship one of equality on at least some level. In agonistic situations, it is one means of reverting to an acceptance of common humanity.

Conversational skills are directly a part of the contests in two ways. First, skill in oratory and argument gives one an edge in the contests. The aim of the discussion usually is not to arrive at a rationally based conclusion or to exchange information, but to display skill at allusions, verbal quips, and niceties of expression. *Kuvenda* (conversation) provides men and women with an opportunity to boast of their own and their family's achievements and gives men a special opportunity to display their political knowledge and interest and to engage in political argument. Conversation of this kind has some of the quality of an arena in which each man displays himself as an individual and waits for an audience response. People talk at each other rather than with each other.

Second, talk enters into the agonistic relation when people try to elicit information from others by their questions and comments, and the others conceal as much as possible by their answers. If one gives a piece of news to another, and the receiver can say, "*To ematha*," "I have already learned that," the receiver says it with a touch of pride and has scored a small point. The news of a serious accident to a member of one family will be divulged to other related families; unrelated families may pick up the information, but frequently do not pass it on, partially to avoid giving the original family undue prominence. The villagers acquire skill in extracting information by indirect means. One of their

much below that of the provinces, even at a time when the villages were suffering from the depravations of the civil war.

Lent does not affect nutrition significantly. Where olive-oil is not allowed, olives are; where fish is not allowed, fish roe is. In the provinces, not much meat is eaten, even before Lent; in the cities many of the people fast only on a few of the important days of Lent. However, now that mothers have been taught the importance of giving their children daily milk, Lent does have an effect in this area; milk is forbidden during Lent, and children have to fast at least during the latter part. Unicef has made successful efforts to persuade mothers to give their children milk during this period. It achieved this with the co-operation of bishops who drank milk during Lent to show mothers that, if the cause was good, it was not a sin to drink milk; only one archimandrite refused to do so, afraid to take on the responsibility of possibly leading the people astray.

Greek holidays each have their appropriate food. It is essential for the welfare, the religion, for the Greekness of the people, to have this food at that time. At a time when the Bureau of Welfare was set up to function only during emergency, it offered funds for the indigent at holidays for the purchase of the indispensable festive foods. If Greeks have any money to spend at such a time, these foods have a priority over everything else.

ATTITUDES UNDERLYING ACCEPTANCE OF CHANGE

Greeks do not place a value on unlimited progress; what they want is the better than the present, or than the known. Modern Greek has lost the superlative of ancient Greek. To express *the best*, one now says, *the better of all the others*. And this expresses what is actually wanted. The American says, "the sky's the limit", but the Greek wants to reach the ceiling instead, something that he can touch and know ahead of time. The rest is a dream; he speculates about it as he speculates about what he would do if he were President of the United States; and he uses the subjunctive, not the future.

In this way, the attitude toward change is related to the place of the plan in Greek life. On the one hand, that which is a plan to an American, organizing and inciting to action, is a dream to the Greek, leading to quiescence or to oratory. The Greek mother of an American adolescent is shocked to hear her daughter express as plans, in the future tense, what she herself expressed in the subjunctive of the dream. Plans introducing agricultural and other change are formulated by foreign or foreign-trained technicians who say: "When I get to be . . . I shall do . . ." for people who say: "If I were . . . I would do"; there is a chasm between these two views of life.

On the other hand, the plan based on the non-experienced, on